

Assessment Practices in the Fifth-Year Subjects of Industrial Engineering Undergraduate Program in Tarlac State University

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Abstract

This study identified and described the assessment practices in the fifth-year subjects of the industrial engineering undergraduate program in Tarlac State University. Four teachers and twenty-two students participated in this study. Using an explanatory sequential research design, quantitative surveys and focus group discussion were utilized to obtain the necessary data. Results indicated that the teachers utilize both traditional and authentic assessments in their subjects, with the latter being utilized more often. They utilize both types of assessments for formative and summative purposes and all assessments contribute to the final grade of the students. Strengths and limitations were identified for each type of assessment. Issues and concerns surrounding assessments were raised by the participants. The study proposed an assessment program consisting of three phases which hope to address varying student characteristics, administering issues, subjectivity, teacher-student communication, inappropriate assessment characteristics, and lack of resources for assessment purposes. The study recommends teacher training on educational assessment to address the assessment issues and concerns and for them to become more competent and efficient in conducting assessments towards good assessment practices and adherence to assessment standards.

Keywords: *educational assessment, assessment practices, traditional assessment, authentic assessment, engineering education*